

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Estill Elementary

District: Hampton School District 2

Principal: Ron Youmans

Superintendent: Dr. Kenneth Gardner

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Estill Elementary School is located in Estill, South Carolina in rural Hampton County. The district is commonly known as “South District” by local residents. Estill, South Carolina is sixty (60) miles from Hilton Head, South Carolina and fifty (50) miles from Beaufort, South Carolina. The school’s grade span is Pre-K through fifth grade. Approximately nine-five percent of the students are eligible for free or reduced lunch meals and the enrollment is approximately five hundred and forty-eight (548) students. The student demographics are as follows:

- African American students ninety-six percent (96%)
- Hispanic students three percent (3%)
- white students one percent (1%)

The 2007 Annual Report Card for Estill Elementary School provides valuable information for the staff to use in evaluating the school’s curriculum and to develop strategies for improving student achievement. Information pertaining to Estill Elementary and how our students compare with others is provided below.

Students	Our Students	Schools Like Ours	Mean Elementary School
First graders who attended Full-day kindergarten	95%	100%	100%
Retention Rate	6.1%	3.8%	2.6%
Attendance Rate	95.9%	95.5%	96.2%
Older than usual for grade	4.7%	1.6%	1.0%
With disabilities other than speech	8.1%	7.1%	7.1%

Further analysis of the 2007 Annual Report Card reveals the following regarding the performance of Estill Elementary Students.

- More males scored below basic in all subject areas (English/Language Arts, mathematics, science, and social studies). The range was approximately 10% to 20% more males scored below basic than did females.

- Approximately 50% of the students eligible for subsidized meals scored below basic in English/Language Arts, mathematics, and social studies. Seventy (70%) scored below basic in science.
- A large number of students with disabilities scored below basic. The breakdown is English/Language Arts 77.2%, mathematics 74.1%, science 90.3%, and social studies 65%.

In a continuing effort to meet the needs of the student population, the school is in the first year of piloting a single gender male and a single gender and single gender female class at the third grade.

Historically, Estill Elementary has not experienced a high degree of parental involvement. A significant number of parents are employed outside of Hampton County. Many leave home early in the morning and do not return until late in the evening.

The school staff consists of the following individuals:

- The principal who is in his first year in the school as well as a first year principal.
- An assistant principal has served for eight years in this position.
- There are two Curriculum Coordinators. A pre-k through second grade curriculum coordinator who is in her first year in this position and a third grade through fifth grade curriculum coordinator who has been in this position for five years. The pre-k through second grade curriculum coordinator is a recognized National Board Certified Teacher.
- The instructional staff consists of forty-one (41) classroom teachers. Of this number, nine (9) are induction teachers, and one (1) is a math/science/technology coach. Instructional assistants are assigned to comply with state regulations and to meet locally identified needs.
- Forty-four percent (44%) of teachers have less than five years of experience and the school experiences approximately twenty percent (20%) turnover rate among certified staff.
- Eighty percent (80%) of certified staff returned for the 2007-2008 school year. This number represents a decline in the retention rate of teachers.
- Forty-eight (48) certified staff members are employed at the school. Thirty-three percent (33%) have masters degrees, ten percent (10%) have a bachelors plus eighteen (18) hours, thirty-three percent (33%) have a bachelors degree, and twenty-three (23%) percent have a masters plus eighteen (18) hours or an academic degree beyond the masters level.

To support instruction, students receive services in the following areas: speech therapy, occupational and physical therapy, music, physical education, media services, guidance, mental and health services (full-time nurse), computer lab, and art.

The 2007 Annual School Report Card for Estill Elementary School indicates that teacher attendance during the 2006-2007 academic year was approximately 3% less than schools with like students and for the median elementary school.

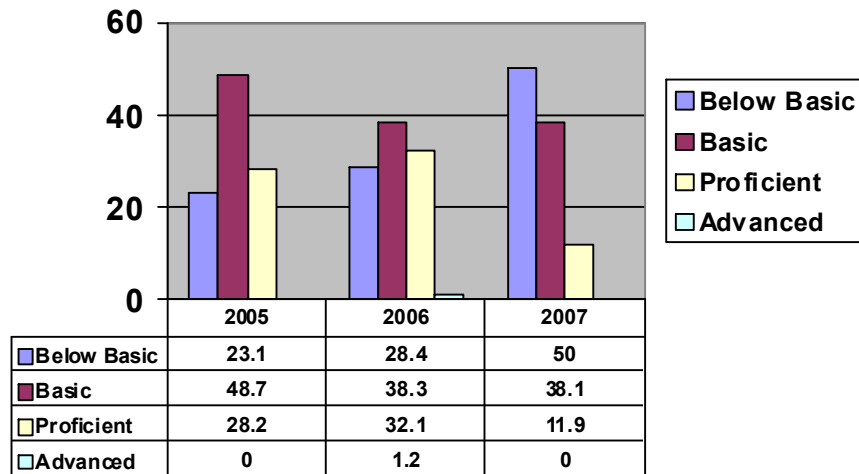
The school's instructional leadership team consists of grade level chairpersons, Elementary Coordinator, Early Childhood Coordinator, the science coach, the assistant principal and principal. The team analyzed student assessment data using PACT results from 2005, 2006 and 2007. The charts on pages five (5) through eight (8) illustrate student performance on PACT for the last three years. A review of assessment data indicates that significant improvement in reading, math and science will provide the greatest impact on student achievement and ensure that the school attains an absolute rating of at least 2.6. The Instructional Leadership team has developed three student achievement goals aimed at addressing the greatest needs based on available data in ELA, math and science. The expectation is that student achievement will improve one tenth of a percentage point (.1) for the next three years as measured by the absolute index in order to meet the guidelines for expected progress. The identified strategies include research-based best practices and will result in the goals being accomplished.

Addendum

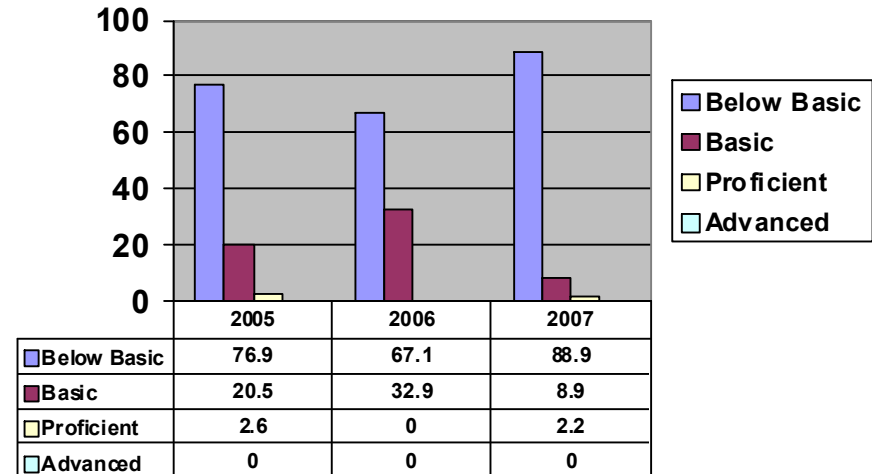
As of 08/27/08, due to budget restraints, Estill Elementary School will not be implementing the TAP (Teacher Advancement Program) model and the Instructional Team will replace all Master Teachers in this plan. Not only are the principal and the assistant principal new, but the superintendent for Hampton School District 2 is also new.

Third Grade PACT Summary 2005-2007

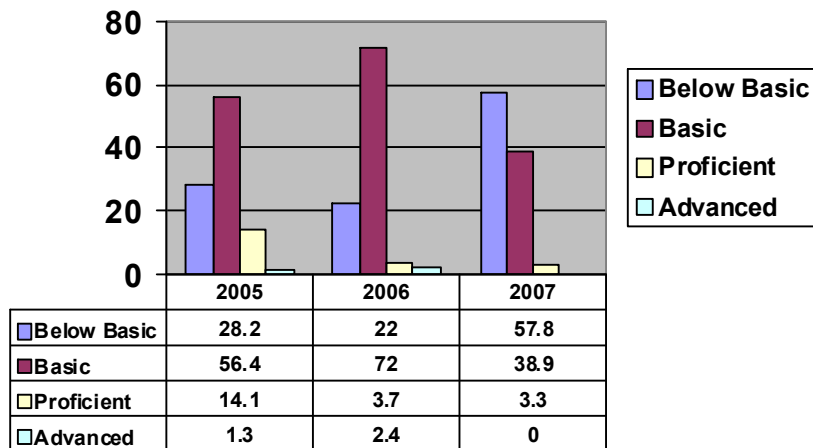
ELA



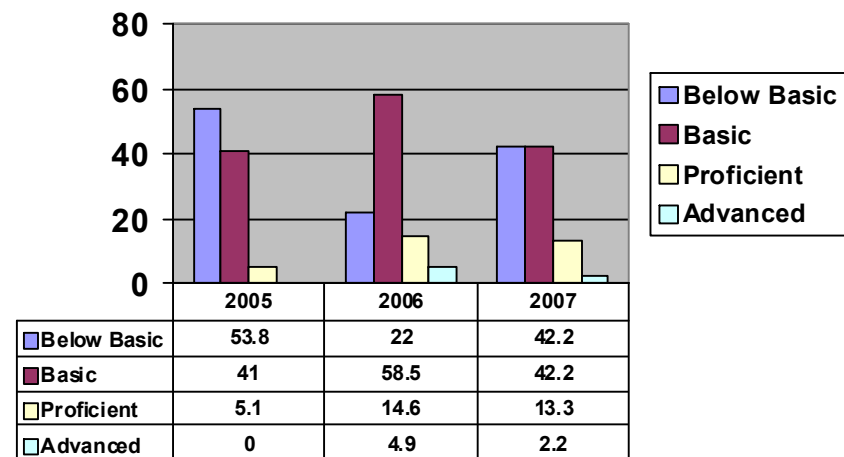
Science



Math

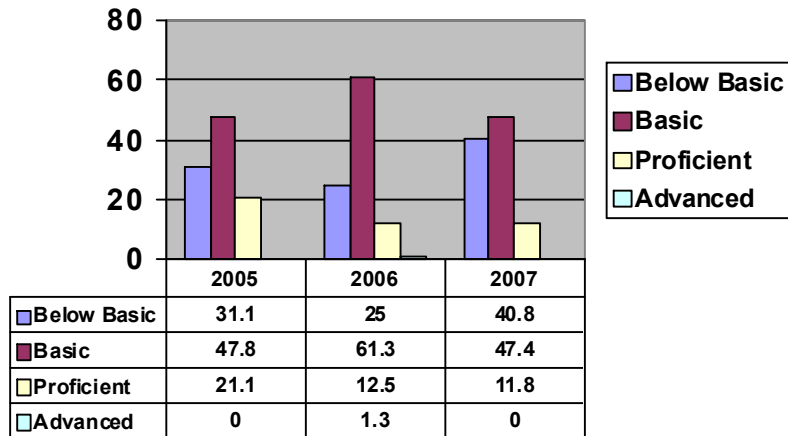


Social Studies

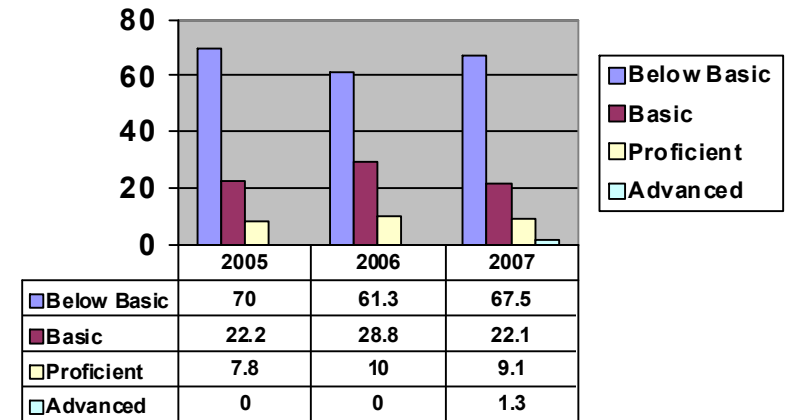


Fourth Grade PACT Summary 2005-2007

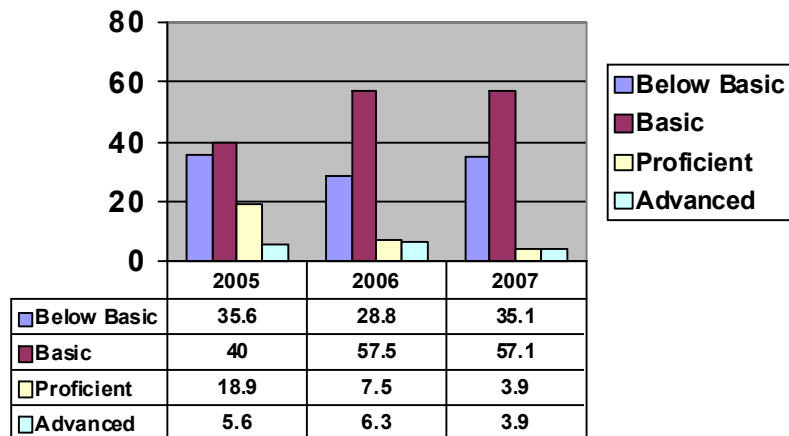
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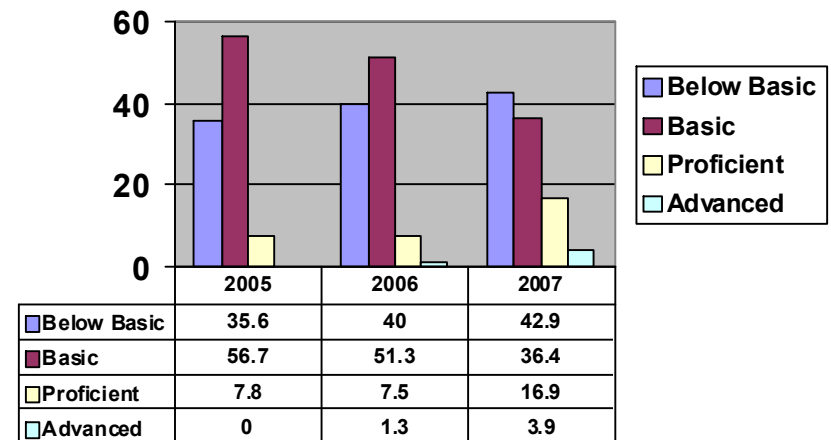
Science



Math

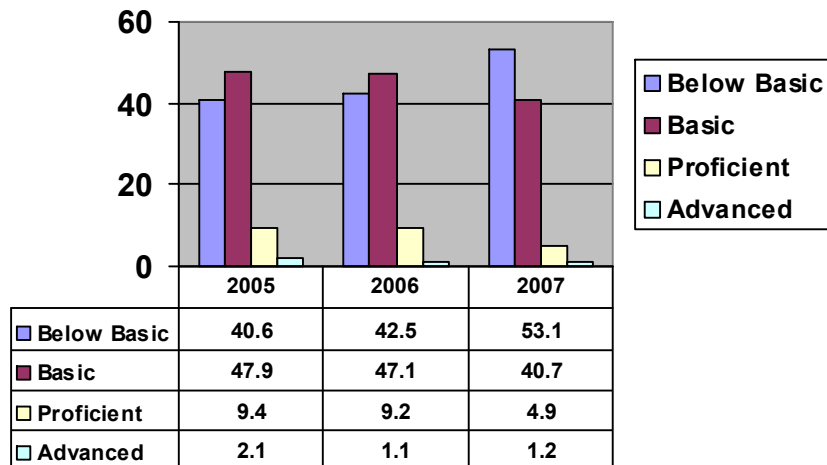


Social Studies

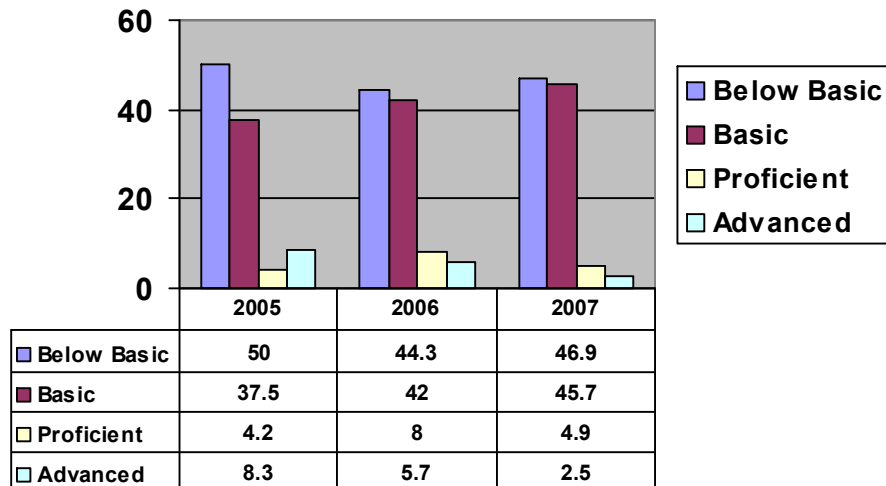


Fifth Grade PACT Summary 2005-2007

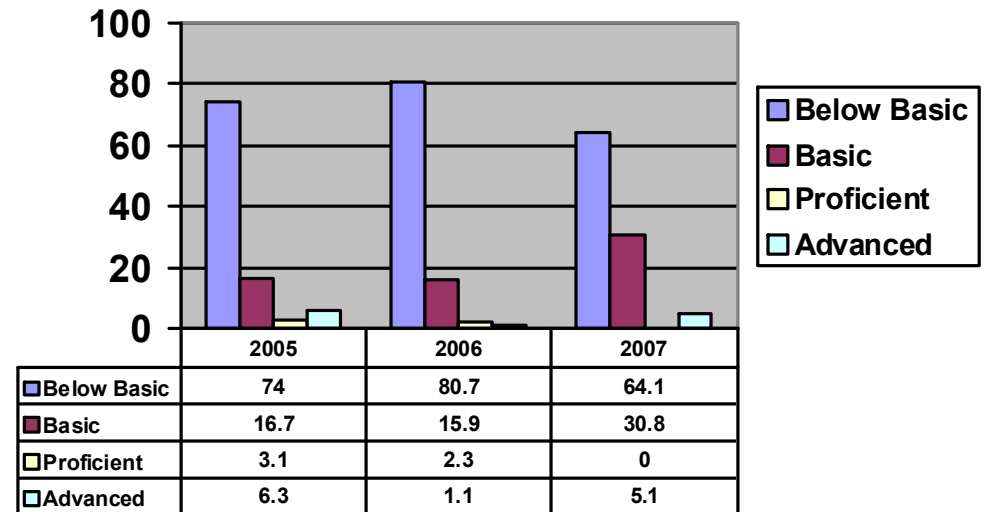
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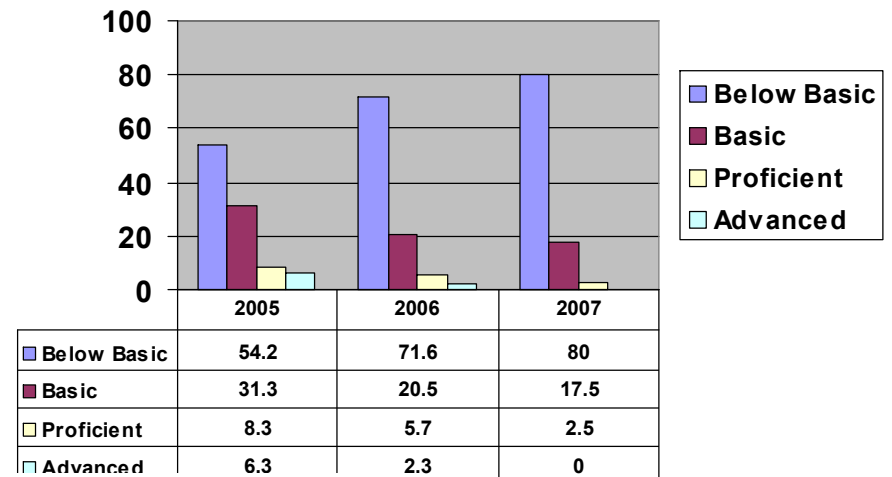
Math



Science



Social Studies



School Timeline 2008–09

<p>June 2008 -Summer Institute for Estill Elementary School Faculty & Staff</p> <ul style="list-style-type: none"> • Anderson 5 Overview • Math Alignment • Differentiated Instruction /Guided Reading • Integrated Classroom Management Strategies <p>-Analyze professional development needs assessment that was completed by each teacher (May 2008)</p>	<p>July 2008 -Build Master Schedule</p> <p>-Develop school level professional development plan</p> <p>-Contact & finalize agreements with consultants</p>	<p>August 2008 -Staff Development - School-Based</p> <ul style="list-style-type: none"> • Thinking Maps • Science Inquiry Skills • Math Manipulatives <p>-Administer</p> <ul style="list-style-type: none"> • Dominie Assessment • School-Level Formative Test Administration 	<p>September 2008 -Fall Map Administration</p> <p>-3 Week Staff Development (Balanced Literacy)</p> <p>-Family Literacy Night</p> <p>-Book Study</p> <p><i>Monitoring: Use of inquiry approach in science, Thinking Maps/Graphic Organizers, Differentiated Instruction, Balanced Literacy, Use of manipulatives</i></p>	<p>October 2008 -Half Day Staff Development Day</p> <p>-Disaggregating MAP Data (Forming RIT Band Groups)</p> <p>-Benchmark Test</p> <p>-Family Math Night</p> <p><i>Monitoring: Use of inquiry approach in science Literature Circles, Benchmark Data, Use of manipulatives</i></p>	<p>November 2008 -Analyzing Benchmark Data (Item Analysis)</p> <p>-Use MAP & Benchmark Data to adjust & inform instruction</p> <p>-Book Study</p> <p><i>Monitoring: Use of inquiry approach in science, Use of manipulatives, Evaluate FSRP</i></p>
<p>December 2008 -Half Day Staff Development Day (Balanced Literacy Refresher)</p> <p>-Family Literacy Night</p>	<p>January 2009 -Benchmark Test</p> <p>-Winter Map Administration</p> <p>-Book Study</p> <p><i>Monitoring: Use of inquiry approach in science Thinking Maps/Graphic Organizers, Differentiated Instruction, Balanced Literacy, Use of manipulatives,</i></p>	<p>February 2009 - Half Day Staff Development Day (Balanced Literacy Refresher)</p> <p>-Disaggregating MAP Data (Changing RIT Band Groups)</p> <p><i>Monitoring: Use of inquiry approach in science Thinking Maps/Graphic Organizers, Differentiated Instruction, Evaluate FSRP</i></p>	<p>March 2009 -Benchmark Test</p> <p>-Family Science Night</p> <p>-Book Study</p> <p>-Evaluate 2009 FSRP and develop 2010 plan</p> <p><i>Monitoring: Use of inquiry approach in science Thinking Maps/Graphic Organizers, Differentiated Instruction, Writer's Workshop</i></p>	<p>April 2009 -Analyzing Benchmark Data (Item Analysis)</p> <p>-Family Literacy Night</p> <p><i>Monitoring: Use of inquiry approach in science Thinking Maps/Graphic Organizers, Differentiated Instruction</i></p>	<p>May 2009 -Benchmark Test (K - 2 Only)</p> <p>-State Testing</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1: By April 1, 2009, forty-five percent (45%) of students in grades 3 through 5 will achieve a 10-point increase in reading as measured by the fall 2008 and winter 2009 MAP assessment.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy <small>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</small>	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <small>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</small>
Teachers will use differentiated instructional strategies daily including technology.	All Teachers Instructional Team	August 2008	The Instructional Team will weekly observe classroom instruction to ensure that differentiated instruction occurs. A classroom observation form/checklist and conference feedback sheet will be used to monitor implementation of the strategy and to conduct conferences with individual teachers. The Instructional Team will review the feedback form with teachers following an observation. The Principal and the Instructional Team will be responsible for the documentation.
All components of a Balanced Literacy (Read Aloud, Guided Reading, Word Wall, Independent Reading, and Self-Selected Reading) will be used in the teaching of English Language Arts daily.	Regular Classroom Teachers Instructional Team	August 2008	The Instructional Team will weekly observe classroom instruction to ensure that components of a balanced literacy program are being used. A classroom observation form/checklist and conference feedback sheet will be used to monitor implementation of the strategy and the Leadership will to conduct conferences with individual teachers. The Principal and the Instructional Team will be responsible for the documentation.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1: Continued

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
Teachers will analyze and use data (PACT, MAP, Anderson 5 Benchmark, Teacher-Made Assessments, Dominie, and Textbook Assessments) to determine student progress and to form flexible groups based on identified needs.	All Teachers Instructional Team	August 2008	The Instructional Team will weekly observe classroom instruction to ensure the implementation of flexible groups based on data analysis. Post observation conducted by the Instructional Team conferences will be used to allow teachers to discuss how the use of data supports instruction. A team planning and grouping form will be used by clusters to list team goals, record the results of pre and post tests administered and to group students based on needs. A classroom observation form/checklist and conference feedback sheet will be used to monitor implementation of the strategy and the Instructional Team will conduct individual conferences with teachers. The Principal and the Instructional Team will be responsible for the documentation.
Grade levels will meet weekly to develop team goals for meeting the needs of individual and groups of students and to engage in collaborative planning.	All Teachers Instructional Team	August 2008	Teachers will maintain professional notebooks with information and data from planning sessions to include minutes and agenda. Instructional Team will monitor the weekly meetings to ensure implementation. The Principal and the Instructional Team will be responsible for the documentation.
The implementation of Thinking Maps will be used in the teaching of English Language Arts daily.	Regular Classroom Teachers Instructional Team		The Instructional Team will weekly observe classroom instruction to ensure the implementation of Thinking Maps in the teaching of ELA in daily instruction. The instructional team will develop a weekly walk-through observation schedule to observe the use of thinking maps in classroom instruction and follow-up will occur in a meeting with teacher. The instructional team will develop a classroom observation form/checklist and conference feedback sheet will be used to monitor the use of thinking maps in classroom instruction. The Instructional Team will review this information with teachers during the weekly planning meetings. The Instructional Team will be responsible for the documentation.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2:

By April 1, 2009, forty percent (40%) of students in grades 3 through 5 will achieve a ten (10) point increase in mathematics as measured by the fall 2008 and winter 2009 MAP assessment.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Grade levels will meet weekly to develop team goals for meeting the needs of individual and groups of students and to engage in collaborative planning through the Instructional Team.	All Teachers Instructional Team	August 2008	Teachers will maintain professional notebooks with information and data from planning sessions to include minutes and agenda. Instructional Team will monitor the weekly meetings to ensure implementation. The Principal and the Instructional Team will be responsible for the documentation.
Teachers will participate in continuous staff development on the integration of manipulatives to enhance classroom instruction.	Classroom Teachers	August 2008	Applying the knowledge from staff development on the use of manipulatives in the classroom will support the achievement of this goal. The Instructional Team will weekly review lesson plans on a weekly basis to ensure that teachers plan for the use of manipulatives in the classroom. The instructional team will weekly observe classroom instruction to evaluate the effective use of manipulatives. The instructional team will provide feedback to teachers on classroom observations in writing or through conferencing. A copy of feedback will be kept by the instructional team. The Principal and the Instructional Team will be responsible for the documentation.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2: Continued

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
Teachers will apply the knowledge from staff development on integrating Smart board use in classroom instruction.	Classroom Teachers	August 2008	Applying the knowledge from staff development on the integration of Smart board use during classroom instruction will support the achievement of this goal. The Instructional Team will weekly review lesson plans on a weekly basis to ensure that teachers plan for the integration of Smart board use during classroom instruction. The instructional team will weekly observe classroom instruction to evaluate the effective integration of Smart board use during classroom instruction. The instructional team will provide feedback to teachers on classroom observations in writing or through conferencing. A copy of feedback will be kept by the instructional team. The Principal and the Instructional Team will be responsible for the documentation.
The Instructional Team will develop a plan to align the schools resources to the Anderson 5 Math.	Instructional Team	June 2008	The Instructional Team will develop a framework that aligns the school's resources with the Anderson 5 Math Curriculum and review the information during weekly Instructional Team meetings. Information about alignment will be included in the agenda and weekly minutes. This framework will be distributed to all math teachers during a staff development facilitated by the elementary coordinator. Teachers will sign a sign-in sheet acknowledging that they have received a copy of the framework. The Principal and the Instructional Team will be responsible for the documentation.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3: By April 1, 2009, thirty (30%) of students in grades 3 through 5, who take the Science: Concepts and Processes portion of MAP will obtain their NWEA target growth by the fall 2008 and winter 2009 MAP assessment.
(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Science teachers will participate in continuous staff development on the implementation of standards-based lessons using the Anderson 5 Science curriculum.	Teachers Principal Science Coach	August 2008	The science coach will outline a monthly staff developments schedule for the months of September through February on the implementation of standards-based lessons using the Anderson 5 Science curriculum. The principal will approve schedule and collect a copy. Teachers will attend monthly scheduled staff developments on the implementation of standards-based lessons using the Anderson 5 curriculum. The principal will collect a copy of agendas, sign-in sheets verifying teacher attendance. A classroom observation form/checklist and conference feedback sheet will be used to monitor implementation of the strategy and the Instructional Team will conduct conferences with individual teachers. The Principal and the Instructional Team will be responsible for the documentation
Teachers will utilize and integrate technology and the inquiry approach in science instruction.	Teachers Science Coach	August 2008	The science coach will outline a science class weekly drop-in schedule for the week and will implement it during the week to observe the utilization and integration of technology and the inquiry approach and follow up will occur in a meeting or writing with teachers. The science coach will keep a copy of follow-ups and provide a report to the principal. The Instructional Team will create a classroom observation form/checklist and conference feedback sheet that will be used by the science coach to monitor implementation of strategy and the Instructional Team will conduct conferences with individual teachers. The Principal and the Instructional Team will be responsible for the documentation

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3: Continued

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Implement Science question of the week in grades 3-5.	Teachers	November 2008	Science Coach and the Instructional team will generate weekly questions, review student response to sample questions, and provide feedback to teachers during grade level meetings. The Principal and the Instructional Team will be responsible for the documentation.
Grade Level Teams will meet weekly to develop team goals for meeting the needs of individual and groups of students and to engage in collaborative planning.	All Teachers Instructional Team Science Coach	August 2008	Teachers will maintain professional notebooks with information and data from planning sessions to include minutes and agenda. Instructional Team will monitor the weekly meetings to ensure implementation. The Principal and the Instructional Team will be responsible for the documentation.
Science instruction will take place a minimum of forty (40) minutes daily.	Teachers	August 2008	The Instructional Team will weekly monitor the lesson plans to ensure teachers are planning for science instruction. The Instructional Team will weekly observe during the science block, as indicated by teachers' daily schedule, to ensure that science instruction is taking place. A classroom observation form/lesson plan feedback sheet will be used to monitor implementation of strategy and feedback provided by the Instructional Team. The Principal and the Instructional Team will be responsible for the documentation

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: By April 1, 2009, the principal will provide resources, monitoring, and support to ensure that sixty percent (60%) of students in grade 5 will achieve a ten (10) point increase in mathematics as measured by the fall 2008 and winter 2009 MAP assessment.
(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
The principal and assistant principal will ensure that a minimum of twenty (20) observations to include walk-through and formal observations, occur monthly in Math.	Principal Instructional Team	August 2008	Frequent observations by the Principal, Assistant, and the Instructional Team with oral and written feedback to teachers. Lessons plans will be reviewed weekly, and written to teachers by the Principal, Assistant, and Instructional Team. The Principal and the Assistant Principal are responsible for the documentation.
The principal will provide and support professional development activities based on identified needs to improve teacher skills (math alignment, analyzing data, planning and implementing standards-based instruction).	Principal Instructional Team	August 2008	Evaluations and class observations will determine successful implementation of strategies. Feedback will be provided to teachers during monthly conferences. The follow up will be done on site by the Instructional Team. The Principal and Instructional Team are responsible for the documentation. Monthly Professional Development will be held in all core subjects.
The Principal will monitor the professional development plan and schedule to ensure the implementation of the Staff Development Plan.	Principal Instructional Team	August 2008	The Principal and Instructional team will monitor the Professional Development Plan and schedule monthly services and make adjustments to the plan when needed. Evaluations and class observations with determine successful implementation of strategies. Feedback will be provided to teachers during monthly conferences. The Principal and Instructional Team are responsible for the documentation.
The Principal will provide time weekly for teachers to meet and dialogue about teaching, learning, data, and integrating the curriculum.	Principal Instructional Team	August 2008	The Principal and Instructional Team will review agendas, minutes, data notebooks, lessons plans and instructional pacing guides bi-weekly. The weekly meetings will focus teachers the curriculum and on using data to drive classroom instruction. Feedback will be discussed during Instructional Team meetings and grade level meeting.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2: By April 1, 2009, the principal will provide resources, monitoring, and support to ensure that forty-five percent (45%) of students in grades 3 through 5 will achieve a 10 point increase in reading as measured by the fall 2008 and winter 2009 MAP assessment.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
The principal will ensure that a minimum of twenty (20) observations to include walk-through and formal observations, occur monthly in Reading.	Principal	August 2008	Frequent observation by the Principal, Assistant, and the Instructional Team with oral and written feedback. Lessons plans will be reviewed weekly, and written to teachers by the Principal, Assistant, and Instructional Team. The Principal and Instructional Team are responsible for the documentation.
The principal will provide teachers with staff development on implementing all components of a Balanced Literacy classroom.	Principal	August 2008	The Principal and Instructional team will monitor weekly the Balanced Literacy Program. Evaluations and class observations with determine successful implementation of strategies. Feedback will be provided to teachers during monthly conferences. The Principal and Instructional Team are responsible for the documentation.
The school's schedule will allow adequate time for instruction in the area of reading.	Principal	August 2008	The Principal and Instructional Team will monitor bi-weekly the Reading schedule and the actual time teachers spend on reading biweekly and provide feedback to teachers. The Principal and Instructional Team are responsible for the documentation.
The principal will provide teachers with staff development on implementing Thinking Maps in classroom instruction	Principal	August 2008	The Principal and Instructional team will monitor the Thinking MAP Schedule. Evaluations and class observations with determine successful implementation of strategies. Feedback will be provided to teachers during monthly conferences. The Principal and Instructional Team are responsible for the documentation.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 3: By April 1, 2009, thirty (30%) of students in grades 3 through 5, who take the Science: Concepts and Processes portion of MAP will obtain their NWEA target growth by the fall 2008 and winter 2009 MAP assessment.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
The Principal will monitor the Science Plan and schedule to ensure successful implementation.	Principal Assistant Principal	August 2008	The Principal and Assistant Principal will monitor the Science Plan. Weekly evaluations and class observations with determine successful implementation of strategies. Feedback will be provided to teachers and the Science Coach during monthly conferences. The Principal and Instructional Team are responsible for the documentation.
The Principal will monitor weekly hands on science experiences as a regular part of the science instruction.	Principal Instructional Team	August 2008	The Principal and the Instructional Team will weekly observe classroom, review plans weekly, and provide weekly feedback to teachers and the Science Coach about the science instruction. The Principal and Instructional Team are responsible for the documentation.
The principal will provide and support professional development in science to improve teacher skills.	Principal Instructional Team	August 2008	Weekly evaluations and class observations with determine successful implementation of strategies. Feedback will be provided to teachers during monthly conferences. The Principal and Instructional Team are responsible for the documentation.
The principal and assistant principal will ensure that a minimum of fifteen (15) observations to include walk-through and formal observations, occur monthly in science.	Principal Instructional Team	August 2008	Weekly observation by the Principal, Assistant, and the Instructional Team with oral and written feedback. Lessons plans will be reviewed weekly, and written to teachers by the Principal, Assistant, and Instructional Team. The Principal and Instructional Team are responsible for the documentation.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1: By April 1, 2009, the district administrators will provide resources, monitoring, and support to ensure that forty-five percent (45%) of students in grades 3 through 5 will achieve a 10 point increase in reading as measured by the fall 2008 and winter 2009 MAP assessment.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
District Staff will conduct a minimum of (5) five walk-through observations in ELA classes per month to ensure that the strategies from the three student achievement goals are being implemented.	Superintendent Support Team Curriculum Audit Team	September 2008	The superintendent will assist the principal, assistant principal and Instructional Team in observing classroom instruction and providing feedback through the utilization of walk-through observation forms.
The district will provide continuing professional development as outlined in the district staff development plan on the early dismissal days as indicated by the district calendar.	Superintendent Support Team	August 2008	<p>The bi-monthly calendar listing early dismissal days and the professional development activities on a bi-monthly basis that occurred on those days will be shared. District administrators will hold bi-monthly meetings to review professional development activities and feedback from teachers and principals.</p> <p>Documentation: In-service rating sheets, Agendas for in-services, sign-in sheets, minutes of bi-monthly meetings of district administrators.</p> <p>(Assistant Superintendent or designee)</p>
The assistant superintendent for curriculum & instruction will assist in analyzing the data on student growth using the District Instructional Rubric.	Instructional Team District Administrator	August 2008	District will assist in training teachers how to use the District Instructional Rubric on Professional Development Days. District administrators will provide training on how to analyze and disaggregate data on Professional Development Days. Agendas and sign-in sheets will be used to support implementation.

			(Assistant Superintendent for Curriculum & Instruction)
The district will support the school's implementation of the Focused School Renewal Plan.	Superintendent District Support Team	August 2008	The district will provide resources (financial and human) to enhance effective teaching through implementation of the focused school renewal plan. The processed payroll addendum sheets, agendas, sign-in sheets, and contractual agreements with consultants will support the implementation of this strategy. (Superintendent)

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2: By April 1, 2009, forty percent (40%) of students in grades 3 through 5 will achieve a ten (10) point increase in mathematics as measured by the fall 2008 and winter 2009 MAP assessment.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
District Staff will conduct a minimum of (5) five walk-through observations per month in math classes to ensure that the strategies from the three student achievement goals are being implemented.	Superintendent Support Team Curriculum Audit Team	September 2008	The superintendent will assist the principal, assistant principal and Instructional Team in observing classroom instruction and providing feedback through the utilization of walk-through observation forms.
Continue utilizing Instructional Coach and Coordinators to monitor instructional and analyze data in each of the core curriculum areas.	Superintendent District Support Team	August 2008	The Superintendent and/or Assistant Superintendent will assist in training the Instructional Coach and Coordinators how to analyze and disaggregate data and how to monitor classroom instruction, lesson plans, and provide feedback classroom to improve student achievement. The will meet with them on a bi-monthly basis to monitor progress. Documentation from the Instructional Coach and coordinators of their observations and feedback to teachers along with agendas of the bi-monthly meetings will serve as evidence. Data analysis and training agendas will also provide documentation for this strategy.
All K-5 teachers will receive training monthly in the use and full implementation of the math curriculum.	Superintendent District Support Team	August 2008	The Superintendent and/or Assistant Superintendent will meet monthly with the principal to review the school training schedule, sessions/minutes, evaluation forms, and classroom observation forms. Feedback will be provided to the principal with the next steps to improve the training for full implementation of the adopted math curriculum.
Provide opportunities for teachers to visit and observe teachers in high performing schools.	Superintendent District Support Team	November 2008	The Superintendent and Assistant Superintendent, in conjunction with the principal will assign teachers from grades 3 rd – 5 th with an opportunity to observe a teacher in a high performing school. The visiting teacher will be required to implement effective strategies to improve student achievement. The Instructional Team will debrief with the teacher following the observation at the high performing school.

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Measures of Academic Progress (MAP) is state-aligned computerized adaptive tests that accurately reflect the instructional level of each student and measure growth over time. It identifies the skills and concepts individual students have learned, diagnose instructional needs and provide data for teachers to make instructional decisions. The test will be administered in the fall and winter of the 2008 – 2009 school years.

Dominie is an assessment to help teachers guide instruction in Grades K-8 by providing them with the data needed to understand students' performance, determine if they are meeting expectations, and provide students with necessary instruction and intervention. It is designed to help teachers establish the appropriate instructional reading level for each student. The information gained from analyzing the pattern of miscues (errors), the student's responses to the story retelling and comprehension questions, the fluency rate and the degree of reading fluency rating will help teachers make decisions about the content of guided reading instruction.

Professional Learning Community is seen as a powerful staff development approach and a potent strategy for school change and improvement. It is an opportunity for administrators and staff collaborative work together to study and support the school efforts to improve its effectiveness so that students might become more successful learners. The focuses of the Professional learning Community are supportive and shared leadership, collective creativity, shared values and vision, supportive conditions, and shared personal practices.

Balanced Literacy is a framework designed to help teachers ensure that all students are given the opportunity to learn to read and write effectively. The framework assist teachers in balancing reading and writing in order that students receive the teaching needed in order to reach grade level status, while allowing students to work at a level that is not frustrating for them.

Reflective Coaching Model engages teachers in a conversation that allows them to reflect and take ownership for the problem or task. The facilitator is careful in not telling the teacher what to do. Questions are asked that would help teachers think deeper about the problem before suggestions are brainstormed. It is a model designed to support and challenges the thinking of an individual.

Differentiated Instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process. Teachers must be flexible in their approach to teaching and adjusting the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum.

Teacher Advancement Program Rubric is an observation system where teachers receive a score between 1 and 5 based on 19 indicators with 3 domains. The three domains are the designing and planning of instruction, learning environment, and instruction. Area reinforcement and area refinement are components of the rubric that provide assistance in areas found to have deficiencies.

Cluster is a weekly cycle of professional development based on the Focused School Renewal Plan.

- Analysis of student artifacts
- Learning of new strategies
- Planning and Developing
- Lead by grade level leader

The Instructional Team is a group of team members, consisting of principal, assistant principal, early childhood coordinator, and elementary coordinator, given the task to oversee the instructional component of the school